|  |  |
| --- | --- |
| ndcrest_m | **SCHOOL OF EDUCATION****LESSON PLAN** (All school experiences other than Internship) |

### LESSON ORGANISATION

|  |  |
| --- | --- |
| **Year Level: 2 Time**:1.30 – 2pm **Date**: 23/2/09  **Learning Area**:  English | **Students’ Prior Knowledge:**   * Students have been introduced to different types of speech. * Students have prior knowledge about adjectives (describing words) * Students know the basic structure of a sentence * Group work rules   -Take turns to contribute to topic/task.  -Shows good listening skill (the at  person talking, sit still, nothing in  hands) |
| **Lesson Topic**:  Language - Adjectives (describing words) |  |
| Based on Curriculum Framework:  **Circle Value/s to be taught: 1 2 3 4 5 Indicate Value/s aspects:** 1.3 | |
| **Overarching Learning Outcomes (circle): 1 2 3 4 5 6 7 8 9 10 11 12 13** | |
| Based on Progress Maps/Outcomes & Standards Framework  **Outcome Level Description:**  1. Understanding Language  Students understand that the way language is used varies according to the context.  4. Processes and Strategies  Students select from a repertoire of processes and strategies by reflecting on their understanding of the way language works for a variety of  purposes in a range of contexts.  6. Speaking  Students speak with purpose and effect in a wide range of contexts.  Conventions  LS 2.3. Understands and experiments with grammatical connectives and language features for interpreting and expressing spoken ideas and  information. | |
| Based on Curriculum Guide/Elaborated Curriculum Guide, DET Syllabus or RE Syllabus  **Lesson Objectives (i.e. anticipated outcomes of this lesson, in point form)**  *As a result of this lesson, students will be able to:*  Recognise and identify adjectives within a sentence.  Make a series of interesting sentences using adjectives. | |
| **Teacher’s Prior Preparation/Organisation:**   * Create electronic worksheet * Check equipment is working eg: computers electronic whiteboard etc. | **Provision for Learner Diversity/Educational Risk**: |
| **LESSON EVALUATION (to be completed AFTER the lesson)** | |
| **Assessment of Lesson Objective and Suggestions for Improvement**: | |
| **Teacher self-reflection and self-evaluation**: | |
| [**OFFICIAL USE ONLY**] Comments by classroom teacher, HOPP, supervisor: | |

### LESSON DELIVERY (attach worksheets, examples, marking key, etc, as relevant)

|  |  |  |
| --- | --- | --- |
| **Time**  3 mins  10 mins  3 mins  10 mins  5mins | **Motivation and Introduction:**  Introduce topic to students – Today’s lesson will be based in the English learning area and we will be focussing on adjectives (describing words) and the way they fit into sentences to make them more creative.  **Lesson Steps** (Lesson content, structure, strategies & key questions):  When all students are seated in around the interactive whiteboard open up ‘Learning Federation’ website “Wonderful Words – Creative Stories: Pets”.  Students are to add descriptive words to two simple sentences about a cat and a fish to make the sentences more interesting. They can substitute different descriptive words in each sentence.  Students can then use their two lively sentences as the start and ending of an imaginative story. They must check their word choices to see if the sentence could flow better.  Each student will get the opportunity to use the interactive whiteboard to contribute their ideas.  The educational values of this activity include –   * Demonstrates how visual language enriches meaning and enhances reader engagement. * Provides lists of adjectives and adverbs for students to use to enhance two simple sentences. * Allows students to substitute adjectives and adverbs in sentences and see the impact of the changes. * Provides immediate visual feedback on students' word choices. * Provides hint pop-ups to assist students when creating new text. * Includes an option for students to print their imaginative story. * Includes three optional extension activities on powerful words, each with a free text-entry field and a print feature.   *On the completion of this activity students will be asked to return back to their individual computers and wait for further instruction.*  They will then open the electronic worksheet required for the next part of the lesson.  Students are to work individually and try and complete the worksheet which will follow up on the previous activity.  Teachers will be walking around the room to ensure that all students are working efficiently and to help with any problems that may be encounted.  Students may quietly help students next to them if they have any troubles and a teacher is unavailable.    **Lesson Closure:**  On completion of the worksheet students will be asked to save their work to the desktop where it will be able to be marked. | **Resources/References**  Interactive Whiteboard  Computer  <http://econtent.thelearningfederation.edu.au>  Student Worksheet |